NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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THE bulletin

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SOMETHING FOR ALL

by LESLEY-ANN BROWNE

There is always an excitement about putting together the first issue of *The Bulletin* for the new school year. We are especially excited about this one as there are several changes and additions that are being incorporated to provide more useful, interesting and insightful information to our members.

Our cover contains images of schools in this province. I expect some of you will attempt to find your own school. We used as many pictures as we could for this cover. If we omitted your school photo, it was due to space limitations.

This issue has several articles written by teachers. Some are in our Viewpoint section, while others are professional development experiences. The Paul Gosse article "The New Math … Teacher", the first of a two-part series, offers a different perspective on the changing environment in the schools and provides many interesting arguments. The second part will be in our November issue. The commentary from Keith Samuelson who took part in a study tour of Germany, Poland and Israel this past summer, is especially moving as it brings the reader to the locations of the horrific events of the Holocaust. The author is one of our local teachers which makes it even more significant.

Our first issue also contains articles about your collective agreement, federal pension transfer details, an update on group insurance, important wellness tips, an internship experience from one of our teachers, as well as a tribute to Dr. Len Williams for his acceptance for membership to the Order of Canada. Each of these articles contains information that I hope you will find useful in your capacity as teachers and educators.

As always, I welcome opinions or comments on anything you see or read in *The Bulletin*. Letters to the editor, obituaries, and school news are major sections of *The Bulletin* and contributions in these areas are always helpful. School news is an important and vital part of the publication and allows the sharing of information about the great things that are happening in our schools.

So as we adjust to being "back at it" I trust you will enjoy the changes to *The Bulletin* and that your school year is a rewarding and fulfilling one. As the stress increases, the frustrations mount, and the challenges multiply, may you find something in these pages that offers some assistance, guidance, clarification, or just a source of entertainment.

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EXCELLENCE IN TEACHING

IN MAY I HAD THE OPPORTUNITY TO attend the Prime Minister's Awards for Teaching Excellence. These awards honour outstanding elementary and secondary school teachers in all disciplines who best equip their students to meet the challenges of our changing society and knowledge-based economy.

As a member of the regional selection committee for the past three years I am impressed with the nominees from across Canada who have demonstrated the ability to achieve outstanding results with students, to inspire them to learn and continue learning, and to equip them with the knowledge, attitudes and abilities they will need to succeed in tomorrow's society and economy. The skill, dedication and infectious enthusiasm of the nominees has made my participation in the selection process exciting and rewarding.

Also, I was especially delighted this year when Renee Boyce, a nominee from Bishop's College in St. John's, was chosen from 200 nominees across Canada to receive one of the 16 awards presented on May 10 at the awards ceremony in Ottawa. I congratulate Renee and I would encourage more teachers from Newfoundland and Labrador who stand out because they encourage, enable and inspire students to do their very best to be nominated for this very prestigious award.

Professor Rennie Gaulton
Psychology Department
Memorial University of Newfoundland

ITEMS AVAILABLE FOR TEACHERS

The following items are available, free of charge, (with the exception of item 19):

1. *Thinking About Being a Teacher* Brochure
2. *Parent-Teacher Conferences: Tips for Teachers* Brochure *
3. *Homework and Study Tips* OUT OF PRINT
4. *Public Education Works* and *Take Another Look* Bookmarks OUT OF PRINT
5. *Home Reading Guide* OUT OF PRINT
6. *Guide to Reading & Language Difficulties*
7. NLTA Pocket Calendar for 2000-2001
8. Plastic Covers for Pocket Calendar
9. NLTA Wall Calender for 2000-2001
10. *Thank-a-Teacher* Stickers
11. *Child Abuse: Information for Families* Brochure
12. *Child Sexual Abuse: Information for Families* Brochure
13. *Parents are Teachers Too* OUT OF PRINT
14. *Those First School Days* Brochure
15. *Child's Play is Serious* Brochure
16. *Helping Children Make Career Plans* Brochure
17. *The NLTA And You* Booklet
18. *Teachers' Guide to Employment Insurance*
19. *Well Done!* Certificates
    ($5.00 for 100 certificates)

NOTE: LIMITED QUANTITIES MAY BE AVAILABLE FOR SOME OF THESE ITEMS. WE RESERVE THE RIGHT TO LIMIT QUANTITIES.

MOST OF THESE BROCHURES ARE AVAILABLE ON-LINE AT WWW.NLTA.NF.CA

If you would like any of these items, please contact your school representative or
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PROVINCIAL / NATIONAL / INTERNATIONAL

NEWS

Jane Hurley

Ella Manuel Award Winner announced

The 2000 winner of the Ella Manuel Award, valued at $1,200, is Jane Hurley, a Grade 12 graduate from Marystown Central High School. Jane is involved in several community choirs, the Penney Folk Dancers (a traditional Newfoundland dance troupe), and the Burin Peninsula Folk Festival and Arts Council. She is currently attending Memorial University to pursue a career in engineering.

A second award of $600 was also awarded this year to Crystal Cull, a Grade 12 graduate from North Shore Collegiate in Northern Bay. Crystal has been involved with the Tutoring for Tuition program as well as having been selected last summer to work at the Ocean Sciences Centre at Memorial University under the W.I.S.E. Program (Women in Science and Engineering), an experience that proved, in Crystal's words, "the most wonderful and interesting summer of my life." Crystal is also attending Memorial University this fall to pursue a career in medicine.

Crystal Cull

This is the fifteenth year in which the award(s) have been given in memory of noted Newfoundland writer, broadcaster, peace activist and feminist, Ella Manuel, whose children's novel "That Fine Summer" was reissued by Breakwater in 1995. The awards assist young women graduating from high schools around the province in furthering their education.

Crista Meaney

NLTA Medal winner announced

Crista Meaney of Mount Pearl is the winner of the Newfoundland and Labrador Teachers' Association Medal for the Spring Convocation 2000. Crista convocated this past May with a Bachelor of Education (Elementary) Degree. She completed her thirteen week teaching internship at Cowan Heights Elementary School in St. John's.

While at Memorial University, Crista was President (1998-99) and Treasurer (1997-98) of the Education Society, member of the Committee on Undergraduate Studies, member of the Library and Instructional Services Committee, and a member of the Special Education Committee. She has been recognized for her academic excellence by being named to the Faculty of Education Dean's List, 1997-98.

Canadian Virtual War Memorial commemorates province's war dead

In early December 1999, a new Internet web site (www.stemnet.nf.ca/cvwm) went into production in Gander. The bilingual site, designed to commemorate people who died in the two great wars, is an ideal site for use at Remembrance Day ceremonies or in Canadian Social Studies courses.

The site designers have already presented this site to students and teachers in the province and it has been met with enthusiastic reviews and comments by both groups. Teachers with access to a PC Viewer and an Internet connection will be able to use this resource very effectively. You will find 300-400 war casualties from all corners of the province on the site so you will be able to tailor your presentation to be more relevant to your students.

The official name of the site is "Beyond a Name and a Number" (Canadian Virtual War Memorial) indicating the intention of the site to have these people honoured with more than just their name and number but by showing pictures or memorabilia related to them. The site has been dedicated to presenting our war dead in a distinguished and professional manner. The pictures, and memorabilia have been obtained from people all over the province. On the site teachers and students will see actual photographs of these men and women who gave their lives in the great wars. There are also many interesting pieces of memorabilia including: Family Background; Burial and Commemorative Information; Rank, Military Contingent and Date of Birth; Letters to Loved Ones/Personal Belongings; Medals and Awards.

STEM~Net is coordinating this project for two federal government agencies, namely Industry Canada's Digital Collections and the Commemorative Division of Veterans Affairs Canada. Harry O'Reilly of Gander was hired by STEM~Net to coordinate this project. The provincial office will remain in Gander during this Fall and is housed in the old Gander Middle School on Elizabeth Drive. The staff in Gander is available to help teachers with the site by contacting them toll-free at 1-877-550-VETS (8387) or by e-mailing them at cvwm@stemnet.nf.ca.

Here are two men who died in the July Drive (July 1, 1916) at Beaumont-Hamel. They were good friends. Edward Alphonsus Ayre of Isle Aux Morte (left) and William Robert McNiven of St. John's.

NLTA staff changes

The Newfoundland and Labrador Teachers' Association is pleased to welcome Marie Wall to the replacement position of Employee Assistance Program (EAP) Coordinator. Marie will be replacing Claudette Coombs for the 2000-01 school year. Marie holds a Master of Arts Degree in Counselling Psychology from the University of British Columbia along with a Diploma of Education (Guidance Studies) from U.B.C. and a B.Sc. (Psychology) from Memorial University. She has extensive experience in family, individual and marriage counselling and is a qualified group and process facilitator with varied experience in workshop and group facilitation.

Kathy Burford, Coordinator with the Employee Assistance Program for teachers, will be on a leave of absence for the 2000-01 school year to take up a new position as Director of EAP Services for the State of Vermont. The Association would like to thank Kathy for her exemplary work with the teachers of Newfoundland and Labrador over the past 11 years and wish her much success in her new position. Kathy's temporary replacement should be announced in the next issue of *The Bulletin*.

The Association is pleased to announce the following Support Staff changes. Isabel Whiteway, formerly Assistant Accountant, has been appointed to the position of Accountant. Isabel replaces Joan Warren who retired from her position in 1999 following 14 years of service with the Association. Susan Cardoulis, formerly Secretary in the Benefits and Economic Services Division, has been appointed to the position of Secretary, Professional Development Division. Susan replaces Elizabeth O'Neill who retired in June 2000 following 26 years of service with the Association. Joann Russell, formerly Clerk Typist with the Benefits and Economic Services Division, has been appointed to Secretary in the Benefits and Economic Services Division with responsibility for the Association's internal Research Centre. The Association is also pleased to welcome newcomer, Paula Coleman. Paula is Clerk Typist with the Benefits and Economic Services Division.

We are also pleased to welcome back Barbara Lewis to her position as Administrative Officer in the Benefits and Economic Services Division. Barbara was on deferred salary leave during the 1999-2000 school year.

Congratulations is also extended to Geralyn Costello, Assistant to the President, who celebrated her 25th Anniversary with the Association this past September.

Marie Wall

School nutrition survey to be launched

In early October the Coalition for School Nutrition will be conducting a survey in the schools about School Food and Nutrition Policies and Services. This survey is being carried out by Omnifacts Research, a division of Bristol Group. The project goal is to investigate challenges and barriers to providing adequate and nutritious food within the school setting as well as identifying best practices that can be incorporated into a province-wide school food and nutrition policy.

The school administrator, along with participation from school councils, will be asked to complete a survey. Every school in the province will be encouraged to participate by the Coalition for School Nutrition as well as the Minister of Education.

The Coalition for School Nutrition consists of the two funding partners, The School Children's Food Foundation of Newfoundland and Labrador and The Newfoundland and Labrador School Milk Foundation, in cooperation with the Dietitians of Newfoundland and Labrador. Other partnering community organizations include Federation of School Councils, Department of Education, Department of Health and Community

Services, Newfoundland and Labrador School Boards Association, and the Newfoundland and Labrador Teachers' Association.

For further information contact Deborah Youden, Tel: 709-754-7639, E-mail: newtown@nfld.com.

BCTF declaration of in-dispute

Under the authority of its policies and procedures, the British Columbia Teachers' Federation (BCTF) has placed the following positions in-dispute: Any positions created by the West Vancouver School Board (School District #45) to offer kindergarten students a second half-day of kindergarten instruction and activities or any and all related Child program positions, for a fee.

In accordance with its procedures, the BCTF is advising all members that they should neither solicit nor accept the positions in question. Under Article 9 of the Code of Ethics, it is a violation for a member to apply for or accept a position that is included in a Federation in-dispute declaration.

The Federation is taking this action in protest to attempts of the district to introduce a user-pay Kindergarten within the public system. Currently all Kindergarten programs in British Columbia are provided free to children of eligible age, in some districts this includes all-day Kindergarten. The West Vancouver school district is intending to allow children to attend the program on a non fee basis for half a day and then charging parents $400 per month for those who elected to enroll their child for the other half of the day.

As the Federation understands the current proposal of the district, this program would be the first of its kind in the province.

It is the view of the British Columbia Teachers' Federation that public education should be available to all students and not just to those students whose families can afford to pay a user fee.

The 2-Minute Wave of Silence

As a joint Remembrance project with Veterans Affairs Canada, The Royal Canadian Legion has implemented the staging of a "2 Minute Wave of Silence" to mark the beginning of the end of the 1900's. The implementation of this event on November 11, 2000 will provide a significant reminder to all Canadians of the sacrifices made by those who fought and died in the wars, conflicts and military peacekeeping missions of the 20th century. The project's objective is to have all Canadians pause for two full minutes as the clock strikes 11:00 a.m. on November 11, 2000. The plan, in part, is to have cars and buses come to a halt, workers to lay down tools, students to stand by their desks, stock exchanges to fall silent, production lines to stop and electronic broadcasters to observe the silence for a full two minutes. The wave will officially start in Newfoundland and roll across the time zones gaining momentum as Canadians from all walks of life pause to remember the debt we owe our veterans.

For further information contact Veronica Harvey at Provincial Command of The Royal Canadian Legion, Tel: 709-753-6666. Written correspondence may be sent to Provincial Command, P.O. Box 5745, St. John's, NF, A1C 5X3.

Register your millennium project with Our Millennium

On December 31, 2000 the national Our Millennium web site that records how more than 3.9 million Canadians are marking the passage to the new millennium, will be turned over to the National Archives. This legacy will be a permanent record of the special projects Canadians are undertaking.

If you're just getting your ideas together, then visit www.ourmillennium.ca and see what other students and teachers are doing for the millennium. One of the projects registered in this province is the Lethbridge-Morley's Siding Come Home Year 2000/Teachers' Reunion 2000. The community of Lethbridge-Morley's Siding planned a one week reunion for former teachers to get together and celebrate their teaching days at I.R. Ash Elementary School.

What are you doing to mark the millennium? If you have already completed a project, register it at www.ourmillennium.ca or by calling toll free 1-877-880-6455 for more information.

SNN (SchoolNet News Network) gets a brand new look

SNN (SchoolNet News Network), Canada's definitive web site for student writing and journalism is changing its look. SNN's new look which was unveiled in September 2000, is more interactive and easier to navigate and offers a newsroom for student reporters and a classroom section for teachers, complete with lesson plans and a help line. The *SNN Monthly* magazine also sports a new image.

Since 1994 SNN has worked with students and teachers throughout Canada to increase awareness of media issues, assist with integrating on-line journalism

into the classroom and provide a vehicle for students to publish their writing. Their success is due to the participation and support of teachers like you – teachers who strive to provide their students with experiences and challenges outside the confines of the classroom – through on-line journalism.

SNN's administrative team is available to support you, the teacher, in your endeavours to help improve your students' writing and communication skills. Not only are they able to provide you with an array of lesson plans and projects, they also publish your students' stories in their monthly magazine. Even more exciting, SNN can link your students with professional journalists for assistance through their mentorship program.

In the coming year, SNN will be expanding its mentorship program to possibly include journalism projects with mainstream media outlets and job shadowing. They will also be focusing on more collaborative projects between schools, provinces and internationally while continuing to develop teacher and student resources on their web site.

Check out SNN's web site (www.stemnet.nf.ca/snn) for their new look and the first *SNN Monthly* issue of the 2000-01 school year. Encourage your students to use the internet in an educational, safe and structured environment. Sign on with SNN.

To help bring on-line journalism and writing to your classroom, contact Carmelita Joy-Bolger, Coordinator, SchoolNet News, STEM~Net, Room E5038, Education Building, Memorial University of Newfoundland, St. John's, NF, A1B 3X8, Tel: 709-737-2611, Fax: 709-737-2179, E-mail: snn@stemnet.nf.ca.

A&E launches Canadian Biography of the Year Essay Contest

A&E Television has launched the Canadian Biography® of the Year Contest for Canadian elementary and high school students. The contest calls on Grade 5 to 12 students to write a 250 word essay on who they believe has made the biggest impact on Canadian society in 2000 – positive or negative.

Submissions will be judged by a panel of judges composed of several education experts and A&E representatives. The winning essays will be chosen on the basis of persuasiveness, creativity and relevancy.

Students will compete in two categories: Grades 5-8 and Grades 9-12. A grand prize will be awarded to one student in each category. The grand prize for each category includes a $5,000 Canadian savings bond for the winning student, $1,000 for the school department and a television, VCR and collection of classic A&E videos for the school of the winning student.

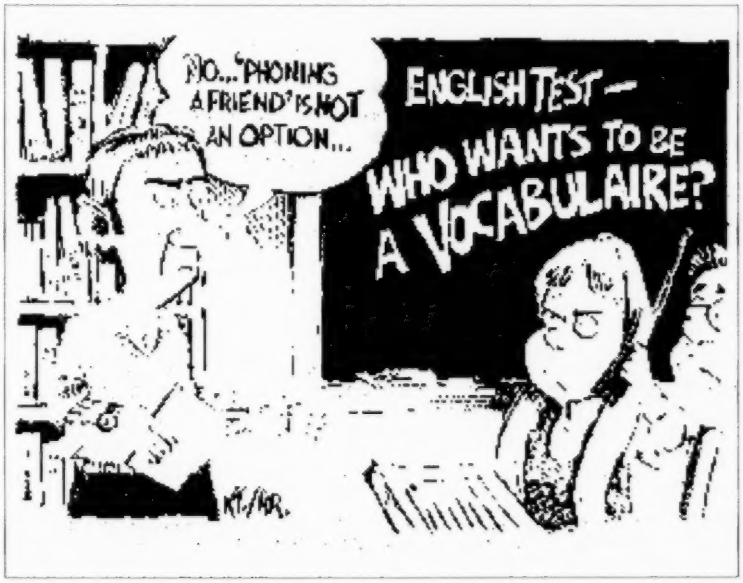
Teachers of all elementary and high school disciplines in Canada are invited to encourage their students to participate in the essay contest and will be rewarded for their guidance of students for the duration of the project.

Essays should be sent to: Canadian Biography of the Year Contest, P.O. Box 3690, Markham Industrial Park Station, Markham, ON, L3R 3L0. Interested students and teachers can call 1-800-722-6146 or log onto AandE.com for contest rules and guidelines. The deadline for submissions is November 1, 2000.

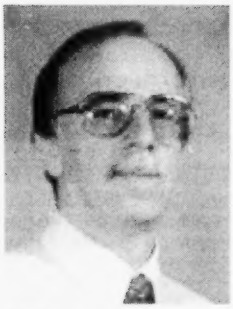
Nominations sought for Prime Minister's Awards for Teaching Excellence

Is there a teacher in your school or community who has really made a difference? Now is your chance to say thank you for all those extra hours, terrific ideas and passion for learning that have helped set students on the road to success. Nominate that outstanding educator for a Prime Minister's Award for Teaching Excellence. Winning teachers' schools receive up to $5,000 and national winners come to Ottawa to receive their certificate from the Prime Minister and learn from each other.

For information or to obtain a nomination form contact: Prime Minister's Awards for Teaching Excellence, Industry Canada, Room 713, 155 Queen Street, Ottawa, ON, K1A 0H5; Tel: 1-800-575-9200; E-mail: pmawards@ic.gc.ca; web site: www.schoolnet.ca/pma. The deadline for nominations is November 10, 2000.

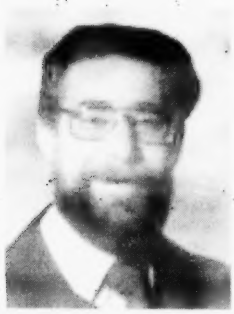


Meryl Elliott



John Ennis

Mary Ann Power



Willis Williams

HARVEY BECK, 1923 – 2000

On March 13, 2000 we were all saddened by the passing of Harvey Beck, a retired teacher and well known resident of Carbonear. Harvey was born on Sound Island, Placentia Bay but moved to Old Perlican at an early age. His teaching career, which spanned 37 years, began in 1942 at Braggs Island. He later taught at Change Islands, Channel, Salmon Cove, Grand Bank, and in 1959 came to Carbonear where he continued to teach until his retirement in 1980. He loved the outdoors and after retirement he spent much time camping and fishing "on the river".

Harvey loved to teach. He was a conscientious teacher, highly respected by his students. His understanding, sympathy, learning and integrity were worthy of emulation. No one who knew him can forget his sense of humor and kindly expression. A warm handshake or gentle touch on the shoulder seemed to win friends wherever he went.

He was a devoted husband and loving father. To his wife, Naida, his daughter, Eileen and his son, Bruce, our heartfelt sympathy. May you find some small measure of consolation in the words of the poet, Walt Whitman …

He is not gone. He is just away,
With a cheery smile and the wave of the hand,
He has wandered into an unknown land,
And left us wondering how very fair that land
May be, since he tarries there …

(Submitted by Wm. G. Barrett, colleague and friend)

MERYL MARIE ELLIOTT, 1932 – 2000

On February 2, 2000 Meryl Elliott passed peacefully away at the Health Sciences Centre in St. John's.

Meryl grew up on Long Island, Green Bay. After receiving her Grade 11 she attended Memorial College and then began her teaching career in Green Bay. Two years later she moved to Twillingate to teach and it was there that she met her husband, Pearce.

Meryl taught many grades but spent most of her career teaching first grade. Although teaching Grade 1 brought many challenges she genuinely enjoyed teaching young children and always had a special fondness for her students. It was with some reluctance she retired in June of 1993.

Shortly after her retirement Meryl was diagnosed with breast cancer. For the next seven years she valiantly struggled with the disease while trying to enjoy life to the fullest. She enjoyed travelling, taking long walks, gardening, the company of her cats and spending time with friends and family.

Meryl had a quiet, cheerful manner which warmed the hearts of those who knew her. She will be sadly missed.

(Submitted by daughter, Peggy Elliott)

JOHN J. ENNIS, 1943 – 2000

On April 17, 2000 the family and friends of John J. Ennis were saddened by his sudden and untimely passing at the age of 57.

John was born in St. John's on March 19, 1943. He graduated from Holy Cross School in 1960 and entered Iona College, New Rochelle in 1960 as a Christian Brother. He graduated with his Bachelor of Arts in 1964 and began his teaching career at Gonzaga High School in St. John's where he taught for six years. He then taught in Goose Bay for three years until returning to St. John's to teach at Beaconsfield High School. He retired in 1994.

John was an active member of both school and community. At Beaconsfield High School he coached many teams and was involved in extra curricular activities.

John was a true family man and a true friend. Over the years he made many friends and remembered each and every one. If there was ever a person who was a friend of the people he met, it was John Ennis. He remembered every student he taught and every person he met. There is a saying that goes … "show me your friend and I will tell you who you are". We are proud, honoured and grateful to have been friends of John Ennis and to have been part of his life. Our words cannot express the impact he had on all our lives. His kindness and friendship will never be forgotten.

We extend our sincere sympathy to his wife Rosalind, daughter Lori, son Craig, brothers and special sister Sharon.

(Submitted by Mike Reddy, John Devereaux, and Gerald Devereaux)

MARY ANN (MANNING) POWER, 1952 – 2000

A good teacher catches the vision, accepts the responsibility and rises to the challenge.

On June 26, 2000, with great dignity Mary Ann Power in the presence of family and friends courageously succumbed to cancer. Despite endless treatments and numerous setbacks, her upbeat personality, drive, and great sense of humor stayed with her to the end.

Mary began her teaching career in Labrador in 1972 and spent 27 years there. She taught at Our Lady Queen of Peace School in Happy Valley-Goose Bay for six years before taking a break to raise her family. Mary's three girls, Sara, Catherine, and Claire were her pride and joy. She inspired her daughters and helped them achieve their goals. She returned to the teaching profession and continued to do the same with her students. Mary will long be remembered for her dedication to the teaching profession. Her professional manner and perfecting touch were trademarks of her achievements. Her passion for learning and her respect for life were certainly passed on to her students.

Mary's vitality and drive carried over to all areas of her life. She loved her family, her garden and her home. Her devotion and commitment to Our Lady Queen of Peace Church and to the community of Happy Valley-Goose Bay was remarkable. She led by example as she firmly believed "actions speak louder than words".

Mary's many friends were fortunate to know her as such a pleasant hostess. Her love for her kitchen was highlighted by wonderful food and pleasant conversation. The recipes from Mary's kitchen will continue to be used by her friends and her warm memories will remain.

We extend sincere sympathy to her Mom and Dad (Walter and Julia Manning of St. Brides), husband Derm, daughters, Sara, Catherine and Claire, and all other family members. May they gain small consolation in knowing that their great loss is shared by so many others.
(Submitted by Beth Gregory, Goose Bay, Labrador)

WILLIS MAXWELL WILLIAMS, 1939 – 1999

Willis was born and raised on Woody Island, Placentia Bay. He began teaching at the age of 16 at West Point on the south west coast of Newfoundland where he met his wife, Lydia McDermott (deceased 1996).

Willis taught in Pool's Cove, Catalina, Woody Island and Lethbridge before settling in Arnold's Cove, retiring in 1989. Although Willis taught many courses in his 33 year career, his first love was mathematics. His philosophy was that all students could learn math – he just had to discover how best to teach them. This philosophy helped many a student succeed.

Willis' fellow teachers remember him for his support and way of helping to keep things in perspective. His sense of humour helped many staff members laugh on even the most stressful days.

Willis was a lifetime member of the Arnold's Cove Fire Department and treasurer of that organization for many years. He was also treasurer of the Arnold's Cove First United Church for more than 20 years.

Willis enjoyed nearly ten years of retirement. He was an avid reader, a boating enthusiast and spent many enjoyable months each year at his cabin on Woody Island. His kindness and quick wit are fondly remembered and greatly missed by his many friends and relatives, and particularly by his two daughters, Debbie and Brenda. His daughters have established a scholarship at St. Michael's School in Arnold's Cove in memory of Willis and Lydia.
(Submitted by daughters Debbie and Brenda Williams)

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IT'S ABOUT TIME

by FRED ANDREWS

Welcome back! The time of warm, relaxing days, of lavishing oneself with the good things and the good times, has come to an abrupt end. There is no ease back time to teaching; when we are back, we are back. During the busy days and weeks ahead, please find time to look after and pamper yourself.

As I enter the second year of my term as President I have to wonder where did the time go. Can this year be busier and go faster than last? Seems impossible, but I know that this year's priorities, events and roles will challenge the speed of sound.

In August 2000 your Provincial Executive met and established the Association's priorities for the upcoming year. After hours of deliberations and discussions four major priorities were established with many tasks, assignments, objectives and goals set for each priority.

Each of the four priorities have an action plan, a who's responsible, and a target date for implementation. The four priorities for 2000-01 are: Concluding a Collective Agreement; Quality of Worklife: Classroom Issues – Workload; Membership Involvement/ Identification with NLTA; and Communications: Internal/External Relations – Building Partnerships.

These priorities were established based on input from teachers which came from direct contact with Branch Presidents and Executive members, Special Interest Council submissions, direct calls/correspondence from teachers and from the extensive work done by the Collective Bargaining Committee that was in full operation for most of last year. A sincere thank you to Fred Douglas (Chair), Perry Downey (staff) and the members of the Collective Bargaining Committee – Lynn Antle, Lily Cole, Wayne Dawe, Truman Greenham, Dean Ingram, Kathy Stacey, Herb Stuckey, and Sandra Warren – for their extensive and inclusive work to gather as much information as possible from teachers for the purpose of establishing an opening package that surpasses current modern standards/models.

It is with guarded optimism that we look upon a number of significant issues:

a) The work of the Pathways Working Group (see *President's Digest*, Vol. 5, No. 1, September 2000).
b) The recognition by Government that professional worker groups such as nurses and social workers have overloaded, stressful workloads and salaries that do not hold experienced personnel nor attract new qualified entrants. There appears to be a growing recognition by Government that a similar crisis exists in education and that to maintain our high quality, experienced professionals and to attract high quality graduates, workload issues and salary issues must be immediately addressed.
c) The supply of substitute teachers will not, in most areas, be able to serve the demand. Government, with the cooperation of school boards, will have to look at various ways to maintain adequate substitute pools so that it is financially feasible for substitute teachers to stay in the province and provide this service which is essential to the delivery of high quality education for our students.
d) Teachers want their administrators to be freed up to administrate, to be the educational/curriculum leaders. It's time for the recognized needs of our administrators to be positively and successfully addressed.

It is very apparent that the upcoming round of negotiations is where most, if not all, of the major issues will be dealt. I am pleased to announce that Lynette Snook, Georgina Lake, Beverly May, Paul Matthews, Lloyd Collins, and Fred Douglas have taken on the challenge and responsibility, along with Vice-President Winston Carter, to be your Negotiating Team for the next round. Balancing Negotiating Team, teacher duties and family responsibilities is often difficult and challenging. I sincerely thank your team and wish them the greatest of success as they work on our behalf.

I would like to thank Provincial Executive, staff at the NLTA, Branch Presidents, school representatives and you, the teachers of our province, for the support, guidance and motivation which made the Presidency a wonderful experience for me.

For the teachers of Newfoundland and Labrador, it's about time – our time has come.

2000
PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name .....

.....

Home Address .....

.....

.....

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Postal Code .....

Home Telephone .....

Social Insurance Number .....

School Name .....

.....

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School Telephone .....

Please check which session you will be attending:

- ☐ **Oct. 12-13** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Oct. 26-27** - **FULL** Corner Brook
- ☐ **Nov. 2-3** – Gander Hotel, Gander
- ☐ **Nov. 16-17** – Holiday Inn, Stephenville
- ☐ **Nov. 23-24** – Holiday Inn, St. John's
- ☐ **Nov. 30 - Dec. 1** – Holiday Inn, St. John's
- ☐ **Dec. 7-8** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending) .....

.....

Earliest eligibility date for pension .....

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:

- Travel costs will be paid according to policy.
- You will receive confirmation prior to seminar.
- All participants must pre-register.
- Teachers eligible to retire on or before June 2003 are eligible to attend.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Fax: 709-726-4302

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

A TIME TO CELEBRATE OUR ACHIEVEMENTS AND TO PLAN FOR THE FUTURE

CTF ANNUAL GENERAL MEETING

CTF President Marilies Rettig addressing delegates on July 13.

It was only fitting to celebrate the 80th anniversary of the Canadian Teachers' Federation in the province known as the "Birthplace of Canada". It was in Charlottetown, PEI that CTF President Marilies Rettig welcomed some 200 delegates and special guests at the 80th Annual General Meeting (AGM).

In her opening remarks, Ms. Rettig noted the importance to "reflect upon our history and to be acutely aware of the goals articulated by the leaders who came before us." She noted the accomplishments and vision of CTF's First President, Harry Charlesworth of the British Columbia Teachers' Federation. "At that time, he knew inherently – and other teacher leaders agreed – that a national organization would provide teachers with a great opportunity and a much-needed structure to allow for effective communication between organizations."

President Rettig spoke about the challenges that lie ahead: the impact of chronic underfunding of education, in-school marketing and commercialization; teacher testing; the privatization of our public schools and the entire issue of teacher demographics.

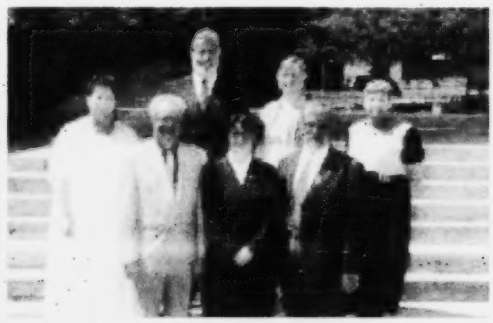
She concluded by congratulating Member Organizations for their efforts and campaigns aimed at supporting our public education. Ms. Rettig expressed her sincere thanks to CTF staff members for their support to CTF programs and services and noted the contributions of Secretary General David Eaton who received a heartfelt standing ovation for his work in support of teachers and CTF. Mr. Eaton will be retiring at the end of the year 2000.

Internet in the Classroom: Delegates Approve Resolution Calling for Study and Curriculum

At the AGM, CTF released the results of a major poll on the role of teachers and education and the wiring of schools to the Internet. The poll showed that nine out of ten Canadians say they would like to see the classroom curriculum expanded to include teaching children about the correct use of new media such as the Internet. The recent poll was conducted by the Environics Research Group for CTF.

CTF delegates unanimously adopted the following resolutions at the CTF Annual General Meeting:

- That CTF urge the Council of Ministers of Education, Canada (CMEC) to initiate a longitudinal study to determine: a) the value of computer education for students in elementary schools; and b) the impact of prolonged use of computers and related technology in schools on the healthy development of children and youth.
- That CTF urge the CMEC to encourage provincial/territorial governments to work in conjunction with teacher organizations to develop policies to promote appropriate student use of the Internet.
- That CTF encourage CMEC to promote adequate provincial/territorial funding to provide inservice opportunities for teachers to develop expertise and skills in the use of new technology and in teaching media awareness concepts.
- That CTF work with CMEC, Member organizations and other education partners to encourage provincial and territorial governments to develop programs that assist school boards, school administrators, teachers and parents to critically analyze commercially sponsored education materials.



2000-01 CTF Executive: (Front Row) David Eaton, Secretary General; Marilies Rettig, President; Doug Willard, President-Designate (Saskatchewan Teachers' Federation). (Back Row) Diane Chénier, Vice-President (Ontario Teachers' Federation); Fred Andrews, Vice-President (Newfoundland and Labrador Teachers' Association); Terry Price, Vice-President (Yukon Teachers' Association) Fran Galbraith, Vice-President (Alberta Teachers' Association).

Educators Receive Special Recognition Awards
Every year, CTF honours educators in recognition of meritorious service to education and the teaching profession at the provincial, territorial, national and international levels. This year, Tom Bediako (Educational International, Africa), Jim Blanchard (PEITF) and Joan Westcott (OTF) were honoured for their dedication. (At the time of the ceremony, Joan was out of the country and not present to receive the award.)

Areas for Action for CTF Work in 2000-2001
CTF delegates adopted the following as areas for action for CTF work in 2000-2001:
1. Investing in children and youth.
2. Promoting the importance of a strong system of public education.
3. Promoting safe and caring schools and communities.
4. Developing strategies and actions to oppose all forms of privatization of education.
5. Defining and promoting appropriate accountability for education.
6. Addressing teacher supply and demand concerns.
7. Promoting the "Education for All" Global Campaign.
8. Opposing the inclusion of public education or public health in any international trade agreement.

NLTA President Elected as Vice President of CTF
NLTA President, Fred Andrews, was elected as Vice President of the Canadian Teachers' Federation at the CTF Annual General Meeting in Charlottetown. He joins other teacher leaders from across the country as part of the CTF Executive Committee.

Mr. Andrews looks forward to working with his colleagues at the national level to help the Canadian Teachers' Federation continue to grow into a confident, dynamic advocate for teachers and teaching within the Canadian confederation. "CTF is held in the highest regard internationally," said Mr. Andrews. "I am committed to having that esteem maintained and enhanced, but most of all, it is the national/provincial role of CTF that must be strengthened and solidified."

CTF's leadership team consists of President, President-Elect and four Vice Presidents. Mr. Andrews assumed his duties as CTF Vice President in July and will continue in his role as President of the NLTA until July 31, 2001.

MONTHLY SAVINGS PLAN

A convenient way to reach your savings goals sooner …

A Monthly Savings Plan (MSP) is a convenient way to save for that special purchase, vacation or even Christmas expenses.

- Interest rate guaranteed to be at least ¼ of 1 percent higher than comparable market
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Visit one of our service centres or call 1 800 563 3300

Find out how easy it is to save with an MSP

Newfoundland and Labrador Credit Union
www.nlcu.com

You were a teacher in the province of Quebec?

If you taught in the province of Québec during one or more of the following school years: 1995-1996, 1996-1997, 1997-1998, 1998-1999, 1999-2000, this message is for you. Our new collective agreement stipulates that teachers who worked during these school years are eligible for a retroactive salary increase.

In order to receive this payment, you must make a written request to the school board for whom you worked. If you need more information on how to proceed, you can contact us at the QPAT office. We will be happy to help you.

Québec Provincial Association of Teachers
17035 Brunswick Blvd., Kirkland, QC H9H 5G6
Telephone : (514) 694-9777 or 1-800-361-9870
Fax : (514) 694-0189

PREPARING FOR NEGOTIATIONS

by EDWARD HANCOCK

The term of the current Provincial Collective Agreement ends on August 31, 2001. The agreement provides that the Association may serve notice of its desire to commence negotiations of a new Collective Agreement by giving written notice to the employer as early as ten months prior to the expiry date of the current agreement. Therefore the earliest date that such notice may be served would be November 1, 2000. The Provincial Executive is authorized by current NLTA policy to determine the specific date for requesting commencement of negotiations. The Executive, at its first meeting of the 2000-01 school year in August, has identified "concluding a collective agreement" as the number one priority for the Association during this school year.

"The input we have received from the membership clearly indicates that teachers are not willing to accept further deterioration in their salaries and working conditions and, indeed, are seeking significant improvements in these areas."

This past year, your Collective Bargaining Committee has been extremely busy carrying out its mandate of obtaining input from the membership and developing the opening proposals for the upcoming round of collective bargaining. The committee was appointed in November 1999 and has since: (1) solicited and received input from the membership; (2) collated and analyzed that input; (3) reviewed resolutions on collective agreement issues from previous conventions; (4) reviewed and analyzed relevant articles from other teacher agreements from across Canada as well as other non-teacher collective agreements; (5) developed proposals for new and/or revised articles and clauses within the Provincial Collective Agreement; and (6) developed a draft opening package for the upcoming round of negotiations.

In August 1999, the Provincial Executive identified collective bargaining preparation as a major priority for the 1999-2000 school year and agreed upon the following target dates for implementation of the process:

1. appointment of Collective Bargaining Committee – Fall 1999;
2. membership input into opening proposals – Fall 1999 through Spring 2000;
3. develop and finalize opening proposals - Fall 2000;
4. begin negotiations – late Fall 2000 or early Winter 2001; and
5. complete negotiations – on or before August 31, 2001.

To this date, the time lines are on target. At its August 2000 meeting, the Executive also appointed the Negotiating Team for the upcoming round of bargaining. The team consists of: Winston Carter (Vice President – Chair, District #6); Fred Douglas (Provincial Executive, District #7); Lloyd Collins (School Administrators' Council, District #8); Georgina Lake (High School, District #7); Lynette Snook (Elementary, District # 10); Beverly May (Program Specialist, District #2); Paul Matthews (High School, District #10); Ed Hancock (Chief Negotiator); and Perry Downey (Benefits and Economic Services Staff).

The Provincial Executive has scheduled two meeting for late September and mid-October to give detailed consideration to the draft opening proposals as prepared by the Collective Bargaining Committee. A meeting of Joint Council (composed of branch presidents and provincial executive) has been scheduled for October 20-21. A major focus of that meeting, in accordance with Association policy on collective bargaining will be "for the purpose of reviewing the priorities and general objectives established" for the upcoming round of negotiations and to "confirm whether or not the Collective Bargaining Committee and Executive are properly attuned to the membership's wishes". The outcome of the above process will be a final set of opening proposals which will be presented to the employer negotiating committee when opening proposals are exchanged at

the start-up of negotiations. Following the exchange of opening packages between the parties, Association policy requires a series of branch meetings to be arranged in order to provide teachers with a summary of the opening proposals from both sides. As negotiations continue, regular communication in the form of "Bargaining Briefs" will be forwarded to the membership.

A number of significant and key issues have been identified by the Collective Bargaining Committee through the input it has received. Issues related to: (1) salary and remuneration; (2) workload; and (3) class size have been predominant in that input.

It is clear that teachers in this province, like their colleagues across the country, have major concerns in these areas. Your Collective Bargaining Committee, and your newly appointed negotiating team, are attuned to those concerns. The 1990's proved to be a decade that presented severe challenges for public sector collective bargaining in this country and for the unions involved. Teachers throughout the country have been subjected to salary rollbacks, salary freezes or, at best, minimal salary increases that have not kept pace with inflation. Working conditions for teachers have worsened as schools have been expected to do more while resources have been frozen or, worse still, reduced. The input we have received from the membership clearly indicates that teachers are not willing to accept further deterioration in their salaries and working conditions and, indeed, are seeking significant improvements in these areas.

Where will this round of negotiations take us? This will only be revealed as the process gets under way and continues during the coming school year. The response of the employer to the legitimate concerns of teachers will be a major determinant in how this round of bargaining unfolds. One thing is certain, there will be a collective agreement at the end of the process. Our willingness to stand collectively and firmly behind the legitimate positions contained in our opening proposals will go a long way towards determining what that agreement will contain.

Edward Hancock is Assistant Executive Director with the NLTA. In that position he serves as Director of the Benefits and Economics Services Division and as chief negotiator for the Association during contract negotiations.

Federal Pension Transfer

The Federal Superannuation Commission has advised the Pensions Division at the Provincial Department of Finance that the reciprocal transfer arrangement between the Federal Superannuation Plan and the Newfoundland Teachers' Pension Plan will be discontinued as of October 15, 2000. Any request to the Federal Superannuation Commission for pension transfer dated on or after that date will not be honoured.

Any teacher in the province who has service on record under the Federal Superannuation Plan (i.e. who still has service and contributions remaining in that plan) and who wishes to transfer such service to the Newfoundland Teachers' Pension Plan should make application for such transfer immediately.

Please note that the Federal Superannuation Plan applies to individuals who worked with the Federal Government (e.g. a government department) and that any opportunity for transfer would only be available provided the service is still on record and the contributions remain in that federal plan. Inquiries on this matter should be directed to:

Mr. Fred Simms, Director of Pension Benefits, Department of Finance
Tel: 709-729-5198 or Fax 709-729-2070

Memorial University of Newfoundland

UCCB

APPLICATIONS ARE NOW BEING ACCEPTED FOR THE

Master of Education (Information Technology) Program

This is a new graduate program in education offered online through a partnership between Memorial University of Newfoundland, Faculty of Education, and the University College of Cape Breton, Institute for Education. It is designed to facilitate the educational use of information technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, adult education, business and industry. All courses are offered by distance education. Information, registration and other details may be obtained through our web site at:

http://www.mun.ca/educ/
or http://www.uccb.ns.ca/eca/teacher/medit.html
or by calling (709) 737-3402 (Memorial University)
(902) 563-1307 (University College of Cape Breton)

GROUP INSURANCE UPDATE

by BARBARA LEWIS

The Group Insurance Trustees (all of whom are teachers) met on June 28 to review the financial picture of the NLTA's Group Insurance Plan. Some difficult decisions had to be made at that time since there were deficits experienced during the past year in the basic portion of the Long Term Disability plan and in the Health Plan despite premium increases the previous year. The membership was alerted to these deficits in the April issue of *The Bulletin*. After extensive analysis, the Group Insurance Trustees made the following decisions on June 28 regarding premium increases:

1. Increase premium rates, effective September deduction month, in Health and Long Term Disability Plans for the 2000-2001 year.
2. Eliminate the subsidy of voluntary life premiums from the trust fund and increase premiums to teachers effective September deduction month. The premiums to teachers will be increased to the actual level paid to the insurance company.

Details of these premium increases can be found in the following tables.

Changes in plan design effective January 1, 2001

Table 1

TEACHER PREMIUM RATES – CURRENT VS. NEW		
	Rates per Pay (24 Pay Periods)	
	Current	**New**
* Basic Life (2XSalary)	3.625¢ per $1,000 of benefit	Same
* Dependent Life	27.0¢	Same
Voluntary Life	Step Rated by Age [Table 3]	Step Rated by Age [Table 3]
* Basic Accidental Death & Dismemberment	0.3¢ per $1,000 of benefit	Same
Voluntary Accidental Death and Dismemberment	10¢ per $1,000 of benefit 14¢ per $1,000 (family)	Same
* Health: Single Family	$7.68 $21.47	$9.00 $25.37
Dental: Single Family	$8.60 $17.28	Same
Long Term Disability (Sal Con)	$0.74/$100 of salary	$0.87/$100 of salary
Retiree-Post 65	$6.50	Same

*** These premiums are matched by government.**

Table 2

Teacher Premium Increase Per Pay (24 Pay Periods)	
Voluntary Life	See Table 3
Health	Single: $1.32 Family: $3.90
Long Term Disability*	$2.44

*** Based on $45,000 salary.**

Table 3

Voluntary Life Premiums Based on Per Pay (24 Pay Periods) $10,000 Coverage		
Age	**Current Rate Paid by Member**	**2000-01 Rate Paid by Member**
Under 35	$0.145	$0.18
35-39	0.175	0.225
40-44	0.305	0.40
45-49	0.48	0.645
50-54	0.78	1.055
55-59	1.245	1.70
60-64	1.605	2.195

It was with great reluctance that the Trustees recommended increasing premiums paid by teachers. Unfortunately, there is no feasible alternative since the claims paid out in both the Health and Long Term Disability options exceed the premiums collected. Despite these increases, the rates paid for insurance by Newfoundland and Labrador teachers generally remain below those paid by our Atlantic counterparts and are extremely competitive with other comparable plans in Newfoundland and Labrador.

In addition to these premium increases, Trustees approved several Plan Design changes effective January 1, 2001. They are:

- The ground Transportation Benefit of the Health Insurance plan will have a 500 kilometer per calendar year pooled deductible for ground transportation. For example, if 20 return trips of 100 kilometers were required to a medical or surgical specialist or to the nearest hospital for special hospital services, the transportation benefit is applicable to 2,000 - 500 = 1,500 kilometers (i.e. 80% of $0.08 per km. x 1,500 = $96).
- The Health Insurance plan will include Viagra in the coverage of Erectile Dysfunction Drugs to a combined benefit maximum payment of $500/calendar year for this category.
- The Vision Care Benefit of the Health Insurance plan will be changed to provide coverage for glasses for eligible dependent children under age 18 every calendar year with a change in prescription.
- Dental claims will continue to be paid based on the 1998 Newfoundland Fee Guide for Dental Services.

A detailed memorandum regarding all these changes was posted to all insured members in August. A full copy of that memorandum is also available on the NLTA home page (www.nlta.nf.ca). Additional copies are available from the NLTA.

Barbara Lewis is Administrative Officer in Benefits and Economic Services and is the staff consultant to the Group Insurance Trustees.

Group Insurance Memo – Rate Correction

There is a correction to be made on p. 4 of the August 14th Memorandum to all insured members. In Table 2, the premium increase per pay period for Health should read $3.90, not $2.90. The actual rate quoted in Table 1 of $25.37 is correct.

CARING FOR YOURSELF

by MARIE WALL

Teaching is a very demanding career and quite often the last person considered is yourself. Children, schedules, and deadlines constantly make demands and it is easy to put yourself last. Yet, to make it for the long haul, you need a full personal tank. So, what is your personal tank? Yourself, body and mind. And is it filled with energy – a life force that is needed to maintain life? The Chinese call this energy Chi. How you fill your personal tank and how consistently you fill-up is important. You cannot drive a car if it does not have gas or maintenance; whether it is your car or your body, care is essential.

"When you are emotionally fulfilled you are more likely to cope better with stressful situations, unexpected events, caring for others, sharing your life, or one of many other potentially draining situations."

Self care is often considered selfish or egotistical, yet it is only when we are experiencing fullness in our lives that we can share and be emotionally available to others. Self care is a relatively new concept. Many of us grew up in families and communities that put more emphasis on taking care of others than on looking after ourselves. Some would say that looking out for oneself is selfish and it is impossible to change old habits. However, another perspective is that not looking after yourself is selfish because you will feel drained, leaving you little or nothing to share with others, your spouse, children or students. Stress and burnout have forced us to change our attitudes regarding self care. It is essential that we learn how to live differently and find balance in our lives.

Learning to care for oneself may take a multitude of forms; it may be physical, emotional, intellectual, spiritual, and most likely some combination of these. Finding what fits for you is essential to learn how to live differently. So, what is self care and how do you incorporate it in your everyday life?

Self care is knowing what you need to restore your energy and how to attain that same energy. Your body is wise and it knows what you need. Listening for this wisdom is essential. Take a few minutes to notice what is happening in your body. What physical sensations do you notice? What is the predominant emotion you are experiencing? The first step in self care is observation. Body wisdom is listening to the message from your body.

The next step is: determining the meaning of this message for you. Are you reacting to recent events – good or bad? Is there something you need or want that you don't have? Is someone asking something of you? Stay with the message until you know what it means for you. Only then can you act on it.

When you have evaluated the message and what it means for you, it is time to consider how best you can care for yourself. At this time consider what will best help you to fulfill your needs. This is not what someone else can do for you, but something that only you can act upon. You could decide to talk to someone about the incident, sharing what you are pleased about or offended by. If in need of something, you may plan a way to attain it. If something is being asked of you, you may want to decide whether you can do it or not – then state clearly your intention. Learning to say "no", makes your "yes" much louder.

In assessing whether an activity is self care or selfish, you should consider whether that activity has left you with energy for others, your spouse, family or students. If it has restored you and allowed you to be emotionally available for others then it can be very liberating. If, however, you do not have anything to give others, the activity may have been a selfish one that is not life-giving but self-indulging.

The activities may be small acts of kindness or an extensive activity you have been putting off or have never considered. The key to self care is that it is ongoing. It may be supported by family or co-workers. Or it may be something that you need to do on your own.

Learn to listen to your "body wisdom" and you will know what to do.

This may sound very one-sided but it requires awareness and intentional action. In a school, self care may be considering what you can do to make work more nurturing and enjoyable. It could be a walk before school or after supper. It could be a plan to spend time with a friend. In a family setting this may happen by both partners planning quality time, together or separately. These are intentional acts. Self care is intended for building up your "self" and your "others".

How can this differ for a woman or a man? Research has indicated in the first half of life women are primarily focused on relationship building. This often includes career but it is secondary to friendships, romance, and parenting. In the second half of life this changes and the need for personal accomplishments is important. For men, the primary emphasis in the first half of life is establishing a career, home and family. Once structures are put in place, relationships take a more central role for men. This provides a renewed purpose in their second half of life. Therefore, depending on your gender and the focus in your life, finding balance will differ. Respecting these differences is necessary.

All of us need to have balance in our lives. If there is not enough time and energy for yourself you are out of balance. If you have no time or energy for your significant other, this too is out of balance. As the title says, caring for yourself enables caring for others. When you are emotionally fulfilled you are more likely to cope better with stressful situations, unexpected events, caring for others, sharing your life, or one of many other potentially draining situations. You can be more positive, have higher self-esteem and are better able to cope effectively with situations as they arise. Is it worth it to you to have a full, balanced life? If so, take stock and learn to do self care – it will look good on you. Learning to develop awareness of your personal needs can make your life more full. As stated earlier, physical, emotional, intellectual and spiritual care are important. Future articles in *The Bulletin* will continue to explore these various aspects of our lives.

Marie Wall is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Marie Wall (ext. 265) or Kathy Burford (ext. 242).

Wellness Wisdom

From the Employee Assistance Program for teachers

SELF CARE FOR TEACHERS

FOR YOUR-SELF:

OBSERVATION:
- what is happening inside?
- what are you experiencing?
- what are you feeling?

DECISION:
- what does this call you to do?
- is there something you need to ask of someone else?

MEANING:
- what is the message from your body?
- has something happened that you need to deal with?
- is there something you want to do?

ASSESSMENT:
- do I have more energy for life?
- has this been a self-caring act or a selfish act?

Please send your comments or suggestions to:
Marie Wall, Wellness Program
c/o NLTA, 3 Kenmount Road, St. John's, NF, A1B 1W1
Tel. 726-3223 or 1-800-563-3599, Ext. 265; Fax 726-4302 or 1-877-711-NLTA (6582)
e-mail: mwall@nlta.nf.ca

DRAMA TEACHERS

The 'Longside Players have a number of plays available which are appropriate for drama festivals and courses etc.

"Gorgeous Wings" deals with the issue of teenagers and stress.

"The Golden Acorn" is an environmental play which is set in a city park.

These plays have small casts and are easy to stage.
A nominal script fee and royalty are required.

Also Available:
The Cat's Meow, The 'Longside Players Selected Plays; 1984 - 1989

This book contains nine short plays appropriate for school use.
Price: $10.00 which includes taxes and postage.

Contact: Ed Kavanagh
722-6386

AN EDUCATORS' STUDY TOUR OF GERMANY, POLAND AND ISRAEL

HOLOCAUST AND HOPE

by KEITH SAMUELSON

This past summer I was honored to attend the Holocaust and Hope Educators' Tour of Germany, Poland and Israel, sponsored by the League for Human Rights of B'Nai Brith, Canada. Fifteen educators from across the country participated in a month-long program of lectures, on-site visits and personal contacts designed to develop an understanding of the Holocaust in the context of anti-racist education in Canada. Dr. Karen Mock, National Director for the League, led us on a life-altering journey into the depths of inhumanity. In the process we witnessed the infinite power of the human spirit to overcome incomprehensible evil.

"I tasted death in the pungent, sickening stench of the barracks but could not imagine the terror behind the claw marks which were engraved all over the walls inside the gas chamber."

Our orientation in Toronto helped prepare us for the disturbing and shocking experiences that were to follow. After getting to know our surrogate family and laying the groundwork for a personal support system, we visited the Holocaust Education and Memorial Centre and B'nai Brith headquarters. Our host, Gerda Frieberg, guided us through the displays and told us her life story as a Holocaust survivor. Her warmth, poise and dignity was inspirational. The tragedy now had a human face. Past participants explained how the tour would cause us to "contemplate the soul and the spirit at the intersection of good and evil, of life and death". At our send-off dinner, Rabbi Moshe Shulman, B'nai Brith staff, and survivors gave us all the emotional support they could. There would be many occasions to reflect on their words over the next month.

The program included a demanding schedule of visits to historical sites, museums, synagogues and cemeteries. Seminars with esteemed historians, educators and theologians would explore the history of the Holocaust, teaching strategies and moral implications. Survivors would provide first-hand accounts of human degradation in the camps. Resistance leaders such as Vitka Kovner would regale us with stories of espionage, sabotage and revenge. We were about to become witnesses to the most important historical event of the twentieth century.

Our first destination was Berlin. We were officially welcomed by a German diplomat who felt that his country had to come to terms with its past. A number of sites reflected this attitude in a very tangible way.

The House of the Wannsee Conference is a stately lakeside mansion located in a wealthy Berlin suburb. On January 20, 1942, fourteen high-ranking officials in the S.S. and key Reich Ministries attended a meeting at this site. Since Hitler's decision to murder all European Jews had been made much earlier, the conference dealt with the organization and implementation of the Final Solution – the deportation of Jews to the east and their extermination. It was chilling to sit at the table where these plans were made.

As a result of these plans, almost every occupational group and institution in Germany participated to some extent in the annihilation of the Jews. Municipal and state administrations executed the genocide with very little friction. Major companies and small businesses profited from the utilization of slave labour and the "Aryanization" of Jewish property.

Today this site houses a Memorial and Educational facility offering seminars for students, teachers and other adults involved in political and occupational education. It is a place where participants can examine the extent to which Nazi politics of genocide were rooted in German traditions. Professionals from the economic, scientific and cultural world can examine documents and trade journals from the Nazi era to see how their own occupational groups were involved in executing the Final Solution.

Another memorial which attracts considerable attention is the Topography of Terror exhibition, which is

displayed on the remnants of the Berlin Wall. Expert presenters explain in detail how Himler, Heydrich and Eichman administered the Final Solution on the terrain of the Secret State Police – the most dreaded institution of terror during the Third Reich.

The Sachsenhausen Memorial and Museum, just outside the city, stands as a memorial to the victims of this terror. A model for other camps, over 200,000 people were imprisoned there between 1936 and 1945. Tens of thousands of political opponents, groups defined as racially or biologically inferior, and citizens of occupied European states died from disease, starvation, forced labor or extermination. We had read about these events before, but it is a very different experience to walk along the railway tracks that brought these people here. We gazed in astonishment at the barbed wire, wooden barracks and intimidating watchtowers and cringed at the sight of dissection tables, execution trenches and extermination sites. Being there was much more disturbing than reading about it. However, the most horrifying scenes still awaited us in Poland.

While Berlin is the centre where the Final Solution was planned and administered, it was mainly in Poland that these plans were executed. We visited three major cities which were replete with evidence of the destruction of Jewish culture, enforced ghettoization and extermination.

Warsaw, Ludlum and Krakow all housed filthy, overcrowded ghettos during the occupation. Here, Jews who had been forcibly removed from their homes in full view of their neighbours awaited transportation by cattle car to a slave labor unit or the gas chamber. The tour provided ample opportunities for participants to spend time at these sites. We also visited numerous memorials to victims, resistance leaders and Righteous Gentiles. This title is reserved for rescuers who, in contrast to Allied leaders who refused to impede the slaughter, heroically risked their lives to save others. The juxtaposition of cowardice and Godliness was jarring.

These cities also house incredible museums in honor of the rich Jewish culture which has been all but destroyed. It is particularly moving to visit the neglected, overgrown cemeteries which were desecrated by the Nazis; toppled headstones and bullet holes in the granite attest to the depth of their hatred. Partially restored synagogues retain only a hint of their original beauty, in contrast to the treasures of Catholic cathedrals which were preserved due to the concordat between Pope Pius XII and Hitler.

The Museum to Fighting and Martyrdom in Treblinka is located just outside Warsaw. A symbolic memorial, 22,000 square meters are covered with concrete; 17,000 stones of different sizes are arranged to represent the estimated 870,000 victims. The effect is so

Project Overseas 2001/2002

sponsored jointly by the Canadian Teachers' Federation and its Member Organizations

Each year about 50 Canadian teachers are chosen to work, **without salary**, on CTF's Project Overseas. Their assistance is given, upon invitation, to teachers in Africa, the Caribbean, and Asia to improve teaching skills and strengthen professional teacher organizations.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are Members of CTF, the Canadian International Development Agency, and the Wild Rose Foundation (an Alberta Agency for International Development).

It should be noted that the sponsors of Project Overseas do not pay any salaries or honoraria to teachers who apply to Project Overseas. Furthermore, the sponsors do not pay any costs associated with substitute teachers or release time.

REQUIREMENTS:

- membership in a provincial /territorial organization which is a CTF Member
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgement

In 2001-02 CTF will require teachers for two types of projects as follows:

Project Overseas I (the Summer Project) will operate during the months of July and August 2001 in English- and French-speaking countries. In 2000, teachers at the primary, elementary, and secondary levels were requested to teach the following: Adolescent Psychology, Activity Based Education, Biology, Chemistry, Classroom Management, Collective Bargaining, Communication, Computers, Cooperative Methods, Curriculum Development, Decision-Making, English, ESL, Evaluation, Financial Administration, Geography, Guidance & Counselling, History, Home Economics, Instructional Technology in the Classroom, Language Arts, Leadership, Mathematics, Multi-Grade Teaching, Physical Education, Physics, Professional Development of Teachers, Reading Recovery, School Administration, School Development Planning, Science, Special Education, Teaching Techniques, Working with Disadvantaged Children.

Project Overseas II (the Winter Project) refers to all in-service projects which take place anytime other than July and August. Currently, Project Overseas II operates in English-speaking countries only. Participants must be ready to devote their time to this project for a four- to sixteen-week period between September 2001 and June 2002. Project Overseas II often uses the services of retired teachers or practising teachers who have obtained an extended leave of absence from their school boards. In 2000-01 primary and secondary teachers were requested to teach the following: Training of Trainers

APPLICATIONS:

Deadline date for applications: **November 13, 2000**.

Further information and application forms are available from:

Newfoundland and Labrador Teachers' Association

3 Kenmount Road, St. John's, NF A1B 1W1

Tel: 709-726-3223 or 1-800-563-3599; Fax: 709-726-4302 or 1-877-711-6582

overwhelming that many participants found this to be the most disturbing scene of all. The wailing and hysterical sobbing of teenagers whose relatives had perished in the camp did not make the situation any easier.

Personally I found Majdanek, on the outskirts of Lublin, to be the most difficult site to deal with emotionally. Perhaps this was because Judge Sigmund Reiser had warned me about the smell. He was right. I tasted death in the pungent, sickening stench of the barracks but could not imagine the terror behind the claw marks which were engraved all over the walls inside the gas chamber. The mausoleum – a mountain of ashes and bone fragments, serves as a grim reminder of the 360,000 people who were slaughtered at this huge death factory.

"Our students must be taught about the world as it is and the world as it should be."

However, nothing could prepare us for Auschwitz. Here the Final Solution was implemented to an unprecedented degree. When we arrived the weather created an appropriate atmosphere; it was cold and raining. The putrid odour emanating from the mud was nauseating. The assault on our senses continued as we walked through the wrought-iron gates with the infamous inscription: "Work will set you free". We went through entire rooms which contained floor to ceiling displays of Nazi loot: human hair, children's clothing, suitcases (the Frank family's was clearly visible), shoes, combs and brushes, crutches and artificial limbs. Other horrifying sights included the wooden bunks in stark barracks, canisters of Zyclon B, instruments of torture and various execution areas. We stood in gas chambers where 1½ million people suffered a slow, agonizing death, passed through barracks where starving, naked women and children awaited a grizzly fate and visited the site of Mengele's perverse experiments to measure the amount of pain adults and babies could endure before expiring. It was 500 acres of hell. Kazimierz Smolen, former prisoner, Nuremberg witness and director of the museum, described his five years as an inmate at the camp. We wondered how we could ever do justice to his words. The size and scope of the brutality was overwhelming. It was time to leave Poland.

If Berlin represented the planning of the Holocaust and Poland its implementation, then Israel stood for the "Hope" aspect of the tour. At our orientation in Tel Aviv, Allen and Yael Ben Ami explained how the Holocaust permeates Israeli thought, its educational system and political life from the founding of the state to recent Camp David talks. Indeed, as we travelled along the Mediterranean coastline past Haifa, the Galilee, up to the Golan Heights, across the Jordan Valley, into the West Bank and on to Jerusalem, it became very clear to us that Israel is the Final Solution.

Throughout this vibrant land of breath-taking beauty we visited many institutions which are dedicated to the concept of Hope. The world-famous Massua Institute, located in the Sharon region, offers seminars for students and in-service training for teachers. Their programs enrich Holocaust education and help people understand the human dilemmas with which those living through these times have had to cope. Nes Ammin kibbutz, an ecumenical Christian village situated in Western Galilee, is a home and study centre which was established to contribute economically and culturally to the state of Israel and to further mutual respect and understanding. The staff have developed many programs to promote Jewish-Arab coexistence and cooperation.

Yad Vashem, the International School for Holocaust Studies, is located on the Mount of Remembrance in Jerusalem. It was established to enshrine and preserve the memory of the six million Jews annihilated by Nazi Germany and the thousands of flourishing Jewish communities destroyed in the process. Every year two million visitors attend workshops and tours to grapple with their most basic assumptions about the nature of mankind and our responsibilities to take action against the suffering of innocent people everywhere.

The Holocaust and Hope Tour had a dramatic impact on all of us. We were privileged to have had a sacred experience, but with that privilege comes responsibility. The program gave us the knowledge and training to teach the Holocaust as a distinct event that can be applied to universal themes. Recent global catastrophes such as ethnic cleansing in the former Yugoslavia, massacres in Rwanda and mutilations in Sierre Leone can be taught in this context. Extreme acts of violence in North American high schools can provide lessons in the dangers of bullying. The tragedy of Mount Cashel can serve as an example to show that our culture is not immune. Our students must be taught about the world as it is and the world as it should be. As we begin another academic year, we should reflect on the following message:

Dear Teacher,
I am a survivor of a concentration camp. My eyes saw what no man should witness: Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmans. Reading, writing, arithmetic are important only if they serve to make our children more humane.

– Haim Ginott, Teacher and child, 1972.

Keith Samuelson teaches at Prince of Wales Collegiate in St. John's.

THE INTERNSHIP OPTION

by RAMONA NOSEWORTHY

From January to June 2000, I was fortunate to be on paid educational leave from my position as Senior High Core French/French Immersion teacher at Menihek High School in Labrador City to pursue my Masters Degree in Educational Administration from Memorial University of Newfoundland.

Instead of choosing the traditional thesis route, I chose instead to complete six additional credit hours, and to conclude my studies with a ten-week administrative internship at Labrador City Collegiate under the supervision of its principal, Harry LaCosta, and vice-principal, Lester Simmons.

"Many educators would agree that the school situation often bears limited similarities to the description of it in textbooks."

I chose the little-known internship option for several reasons, including the difficulty of researching for a thesis from this remote location. Primarily, however, I opted for the in-school placement because of its practicality in providing me with a wide variety of real-life circumstances. Many educators would agree that the school situation often bears limited similarities to the description of it in textbooks. In addition, it provides an excellent opportunity to apply the theory studied in university courses to observation and practice.

The internship experience could perhaps be best described as a job-shadowing situation. In working with the principal and vice-principal as they carried out their daily activities, I had the opportunity to observe student discipline techniques, leadership styles, administration-staff and administration-student interpersonal relationships, school council and school growth team organization and undertakings, end-of-year activities such as final exams and supervision scheduling, and planning for next year, such as timetabling and course allotments, as well as the "routine" daily operations. I also had the chance to familiarize myself with Winschool and with other software that is being used in the school for scheduling and student records. Furthermore, I am conducting my own research into the topic for my major report for the internship, "The Role of the Administrator in School Change". As Labrador City Collegiate is a school encouraging important change initiatives, it was the ideal setting for such observation and research.

Being very conscious of the demands on time and energy of the administration at this time of year, I was very anxious to make a contribution to the school, as well as use the school as the subject of my own research. Accordingly, as time went on, the focus of the internship changed from shadowing to playing a small part in assisting the administrative team with the wide variety of challenges it faces on a day-to-day basis. I felt that this happened naturally and incrementally on a daily basis. This change of focus also served me well in gaining the most out of my placement.

I would like to thank the Labrador School Board for their cooperation in permitting me to pursue this program option, and especially Harry LaCosta, Lester Simmons, and the staff at Labrador City Collegiate for the opportunity to "invade their space" at a very busy time of year. The welcome and guidance they offered to me is very much appreciated and helped to make my internship experience invaluable.

Ramona Noseworthy is Senior High Core French/French Immersion teacher at Menihek High School in Labrador City.

THE NEW MATH ... TEACHER

by PAUL GOSSE

"Pressure to demystify the relevance of mathematics instruction, including questioning the manner and methods used to deliver it, were increasing."

Mathematics teaching in Newfoundland and Labrador seems to have become a bit of an enigma. It is certainly under scrutiny and has been for some time. There is pressure for teaching and content to become technologically current (meaning much more than being able to use the Internet and Winschool). Traditionalist teaching seems under siege.

The apparent focus on Mathematics and Science through the 1990s, the directions of the recent Ministerial panel report *Supporting Learning*, the recent commitment to an injection of funds for graphing calculators, and the arrival of APEF Mathematics in primary and high school, have certainly kept mathematics on the discussion table of anyone following educational reform. One would think that supporting teachers of a subject considered by many to be an icon of the traditional, through a shift I contend is more aptly described as total re-tooling and re-design, would have translated into teachers feeling aware and supported. But, it seems mathematics teachers are very anxious to be more informed about the underpinnings, expectations, and directions new mathematics curriculum will take and teachers may in fact feel they have been under informed and under supported as a reformed curriculum is about to engage them.

This article paints a bit of the history and current landscape of that picture tempered with broad generational overtones and cautions to generally raise awareness about this critical time in mathematics education in Newfoundland and Labrador. Though there is a focus on mathematics, generational themes and the discussion on transitioning educational leadership crosses subject lines.

Mathematics In Brief Context

The late 1960s through the early 1970s was a time of societal questioning, of rebellion, and of the establishment attempting to maintain itself. The post-war boom was fading and attention was returning to education as a means to secure prosperity. Youth sought freedom of expression without establishment trappings. This was also an era which witnessed Vietnam and the space race. There was a perceived need to maintain technological advantages to act as a deterrent to a Third World War. This lent authority to a Back-to-Basics movement in schooling during the days of flower-power and an age where societal tensions were abundant. The subject of mathematics was a cornerstone in this Back-to-Basics curriculum.

The late 1970s through early 1980s saw a questioning of educational product. Was the focus on basics rendering results? How were we, and North America as a whole, faring against other countries and cultures in education, mathematics in particular? Computing power was showing signs of changing much of the manner in which the world did business and communicated. Would we be ready? Was our curriculum up-to-date? Back-to-Basics curriculum was growing old.

One professional organization of mathematics teachers began to react to societal angst regarding the nature of mathematics curriculum and the delivery of mathematics in schools. Pressure to demystify the relevance of mathematics instruction, including questioning the manner and methods used to deliver it, were increasing. Yet, mathematics seemed mired in a traditional style of instruction that likely contributed to teachers of the subject appearing as traditionalist icons and not dynamic educators actively searching for the most modern methods of instruction to engage and enable children.

The National Council of Teachers of Mathematics (NCTM) researched and proposed a curriculum framework and delivery model for mathematics built upon a popular cognitive theory: constructivism. This framework first took the form of the *Curriculum and Evaluation Standards for School Mathematics*, commonly referred to as *The Standards*. High on the list of enaction in this framework is a technology-friendly common core curriculum differentiated by the depth and breadth of treatment and the nature of the applications.

NCTM suggested a re-thinking of delivery of mathematics curriculum to include more use of concrete manipulatives, alternative sources of assessment data,

incorporation of technology including use of graphing calculators, and even writing for formative and summative purposes in mathematics. This occurred at a time when many experienced teachers had born witness to what could be termed educational fads…initiatives which waxed brilliantly and may have failed to deliver the results desired under the conditions in place. In their waning, the backwash could create the view that perhaps the status quo would have been better, and monies better spent enhancing other aspects of schooling rather than pursuing the exercise that ostensibly ended up near where it started. The position could be taken, for example, that NCTM's platform would end up like so many others in fad experience.

Mathematics is often perceived as a bastion of the traditional. Incorporating alternative assessment methods such as portfolios and journals formally into mathematics assessment would certainly be viewed as a departure from methods that many would claim were "tried and true". Reduced emphasis on "drill and practice", while not necessarily viewed as a bad thing, did not appear to be embraced by teacher practice at this time.

A departure toward the more student empowering approach of constructivism may have made visualization of how such a classroom might look and function difficult. This may have been made more tenuous by the fact that few teachers could be held up as models of such an approach. Clearly, healthy skepticism toward the approaches put forward by NCTM should not have been unforeseen.

While duly noted by many teachers as a change force, NCTM's thrusts did not seem broadly embraced by all but the strongest of its own advocates. This is perhaps due in part to the reliability of the fad experience. That is, past experiences which seemed to support the notion that "This too shall pass", and the implied return to a state similar to present conditions, may have made teachers generally reticent to invest significant effort upfront. In addition, it may well have been difficult for practicing teachers to envision many of the directions of NCTM in any kind of a concrete fashion since it may not have formed a part of their individual preservice or inservice experience. This is not criticism of any teacher. Rather it speaks to the magnitude of the departure suggested by NCTM.

The 1990s was an era that saw The College Board's AP programs first creep into Newfoundland and Labrador schools and with them examinations that were credible and in growing demand. From 1992 to 1995, calculus courses under this program involved a calculator treatment not mandated before in widespread calculus instruction. The AP Calculus curriculum evolved from non-calculator-active (i.e. classic style calculus delivery) to scientific calculator-active (available for portions of the exam only) to graphing calculator-active where the graphing calculator is necessary, assumed present in instruction, and needed in many examination problems. One signpost of the evolution of the traditional was beginning to point a different way.

Teacher Training In Brief Context

Teachers born in 1955 have about 25 years of experience in the year 2000 and make up the largest portion of the teaching force [mid-boomers]. Those teachers were initially trained in the mid to late 1970s in the midst of the Back-to-Basics movement in education. During the mid 1970s to late 1980s, these teachers would witness some curriculum changes that were essentially incremental changes of small scale or were based on initiatives that would wax and wane as did many fads of the 1960s and 1970s.

Teachers born in 1965 with about 12 to 15 years of experience make up a significant portion of the teaching workforce [late-boomers]. These teachers were trained in the late 1980s … *The Standards* were on the horizon. During preservice, these teachers would witness a shift to more behavioral language in curriculum documents and the growing question about how best to engage technology in the classroom. In the late 1980s, teachers generally were beginning to hear about issues like alternative assessment, manipulatives and graphing calculators.

The remainder of teachers are not baby boomers … they have less than 10 years of experience and make up a small portion of the teaching force. Preservice teaching methods for many of these teachers would begin to serve more of the sorts of initiatives proposed by *The Standards* and constructivist-influenced curriculum. Traditional views of mathematics methods would likely be challenged in-training. Teaching with technology, whether manipulative or electronic, would become much more of a reality.

Paul Gosse is the Mathematics Department Head at Prince of Wales Collegiate in St. John's. He spent last year in Mathematics Education on the Faculty of Education at Memorial University of Newfoundland. *This article is Part I of a two-part series by Paul Gosse. Part II of this article will be featured in the November issue of The Bulletin. This article is adapted from a position paper of the same title appearing in the Spring 2000 issue of The Morning Watch. (http://www.mun.ca/educ/faculty/mwatch/nmwatch.htm).*

SCHOOL REFORM AND GOING GLOBAL

by KIRK ANDERSON

One of the oddities of living and teaching in Newfoundland and Labrador is balancing the temptation of being overwhelmed by our critics, or our have-not, have less mentality, against the reality that we have much to offer. Despite the seemingly endless attacks on our profession and the outcomes of our schools we have much to be proud of, and little to apologize for!

In 1997 to 1999 I was on leave working on a doctoral program at the Ontario Institute for Studies in Education, University of Toronto. One of my first impressions was that Newfoundlanders and Labradorians are held in high regard by professors. We have a perspective and work ethic that helps our chances of success. In meeting other colleagues/students from around the world I was able to hear, first hand, of the global trends and transitions that many educators are experiencing. This in the context of Ontario's "Common Sense Revolution" and its educational child Bill 160 was deja vu for me, thinking back to our own government's Bills 16 and 17.

I am impressed that two main themes as they relate to reform as it occurred in Newfoundland and Labrador are occurring in Ontario and the world. First, that much of it is driven by economics. It does not have much to do with offering more choice or better quality to students. It does have everything to do with reducing costs while attempting to maintain quality. Quite aptly, Leithwood and Menzies (1998) point out that "holding the quality of education constant while decreasing its costs is a school improvement goal that needs to be let out of the bag" (p. 344). Out of the bag indeed! This comes as no surprise to those of us who experienced this process first hand.

The second theme is about a real school improvement process. Unfortunately, much of this school improvement process as followed in Newfoundland and Labrador in the 1990's was contextualized in the first theme. Fortunately, it was based on pretty good research about change, school improvement and effectiveness. In this regard good things were happening in Newfoundland and Labrador as many teachers in our schools were aware, although sometimes it was lost in the political context and therefore not always recognized.

Another benefit of attending a doctoral program outside Newfoundland and Labrador was establishing links with educators from across Canada and from many other parts of the world. In this context one quickly realizes that we have much to offer as well as learn from other jurisdictions. I feel it is critical that, as a profession, our teachers reach out and establish real links with sovereign states in areas like education, and break our over reliance on the North American paradigm.

In this context, as a Canadian and Newfoundlander, I was extremely proud to share the Newfoundland and Canadian perspective on reform and school reforms to an international conference on "Ways Towards Quality in Education" in Europe last April. This was part of a conference involving mostly Eastern and Central European countries and Canada and Japan.

Some of these states like Montenegro and Macedonia are similar in population to us but do not have the organizations their teachers need to advance their views. Countries like Serbia and Bosnia are struggling against years of wars and ethic tensions to rebuild their education system to serve new realities. As I shared Canada's and Newfoundland's experience and context with the delegates and listened to their perspective I saw some differences, but many similarities. I hope that we can continue to reach out and share our expertise as they attempt to redesign their systems for a new era. We can have a role to play and need to develop more links with them. For me this was a good place to start.

The good news is many of these educators do have some access to the Internet and are looking for our cooperation. I did get many e-mail addresses for these delegates and you can access the conference web page at: http://www.solazaravnatelje.si/English/Conferences/Ways_toward_qualityX.html. Communication with them is not difficult, if you can understand people who speak English with an accent, which is another strength we have! I invite you to look at the web page for this conference and e-mail me if you have any questions.

Kirk Anderson is Principal of St. James All Grade School in Lark Harbour and is currently on leave attending the University of Toronto. Should you have any questions he can be reached at kdanderson@oise.utoronto.ca.

A TRIBUTE TO ONE OF OUR OWN

by WAYNE NOSEWORTHY

During the summer of 2000, Dr. Leonard Williams was accepted for membership to the Order of Canada. It is with much personal satisfaction that I offer congratulations to Len on this significant achievement. Dr. Leonard Williams has become a well-recognized and respected educator whose contribution to Newfoundland and Labrador, Canada and indeed the international community has been outstanding. He has become an ambassador for education and an advocate for continuous improvement for our public institutions and services.

Recently retired, Dr. Williams served in many personal and professional capacities over the years ranging from teacher, administrator, professor, chief executive, leader, volunteer to parent. He has led some of the most significant education reforms in this province's history and in no small way, he has contributed significantly to the educational, social, cultural and spiritual growth of our province.

Len graduated from Memorial University of Newfoundland with an education degree in 1966 and went on to pursue a distinguished career as a teacher and administrator in the Newfoundland education system where he gained a reputation as a strong advocate for teacher rights, teaching improvements and curriculum changes. In 1972, Len received a Master of Education Degree from the University of Toronto and in 1982, he earned a Doctorate of Education Degree from Boston University.

During his tenure as a teacher and administrator, Len was a very dedicated and involved member of the NLTA. He served 11 years on the Provincial Executive and became its 29th President in 1973. Following his term as President of the NLTA, Len went on to serve as President of the Canadian Teachers' Federation. In that capacity, he represented Canadian teachers on the international level and contributed greatly to the formulation of educational policies elsewhere, notably England, Switzerland, Africa and South-East Asia, and advised foreign teachers' associations regarding policies and practices in effect and in progress in Canada.

In 1990, Len Williams was appointed Chair of the Royal Commission of Inquiry into Primary, Elementary and Secondary Education. His efforts led to the release, in 1992, of the Royal Commission Report – *Our Children, Our Future*. That document stands today as one of the cornerstones of educational reform reports in Canada. Most recently, Len co-chaired the Ministerial Panel dealing with "Educational Delivery in the Classroom".

I enthusiastically endorse Len's induction into the Order of Canada. Len Williams is more than an educator and educational leader. He is a man who inspires people to accept challenges and take chances. He is a skilled motivator who believes that any obstacle can be overcome with hard work, attention to detail and dedication to a purpose.

More than anything referenced above, Len Williams is a trusted friend and someone I have known since the beginning of my teaching career. When I first assumed duties at Grand Falls Academy, under the former Exploits Valley Integrated School Board, Len Williams was, at that time, principal of Booth Memorial High School in Windsor, under the jurisdiction of the same school board. He proved to be an articulate leader and member of the Provincial Executive of the NLTA and a colleague who was filled with hopes and ambitions for the overall improvement of the teaching and learning circumstance.

It was Len Williams' leadership style and distinctive skill in challenging others that led me and many of my colleagues to join the leadership ranks of our Association and to do our part for the overall betterment of our profession.

Our nation could have no more deserving a recipient for the Order of Canada than Dr. Leonard Williams. He is one of our own and by his induction has brought honor not merely to himself but to the teaching profession. Our most sincere and well-deserved congratulations.

Dr. Len Williams

Wayne Noseworthy is Executive Director of the NLTA.

TEACHER TESTING

by BERNIE FROESE-GERMAIN

"An unintended impact of teacher testing may well be to discourage prospective teachers from entering the profession."

Public demands for increased accountability in education have led to a growing emphasis on the development of concrete, measurable standards of student achievement. This has been accompanied by increased standardized testing to (presumably) verify whether the standards are being met along with, especially south of the border, high-stakes consequences for poor test performance.

The push for accountability has seen teacher testing emerge as an issue in Ontario. Last April, the Harris government proposed the introduction of mandatory competency testing for practising teachers. These recertification exams would occur every three to five years with the first phase of implementation slated to begin in June 2000. The rationale, according to a government backgrounder, is to ensure teachers have the "up-to-date skills, training and knowledge to put [Ontario] students at the top." If the testing program goes ahead (and the government appears increasingly determined to make it happen), Ontario would become the sole jurisdiction in Canada to require teachers to be tested on a regular basis.

Interestingly, among other self-regulating professions in the province, testing for recertification is far from common practice. Of the nearly 30 self-regulating professional bodies (including nurses, physicians, lawyers and engineers) surveyed recently by the Ontario College of Teachers (OCT), none required their members to take a test for the purpose of maintaining certification. The OCT found that practice reviews are among the preferred methods of assessing performance in other professions – in the teaching profession the counterpart is a regular performance appraisal conducted by the school principal.

Lessons from the U.S. experience

Teacher testing in the U.S. experienced a dramatic surge in the 1980s. While only three states required testing for entry into the profession in 1977, a decade later the number had jumped to 44. An extensive review of teacher testing in the late 1980s by Haney, Madaus and Kreitzer noted that it can be used for several purposes: to control entry of students into teacher training programs; to certify successful completion of a teacher training program; to control the initial certification or licensure of teachers; and to inform decisions regarding recertification or promotion of experienced teachers. Tests generally fall into four categories based on what they are designed to measure – basic skills (such as literacy, numeracy); subject matter knowledge; professional knowledge and teaching skills; and teacher performance. Major players in this market are the Educational Testing Service (ETS) and National Evaluation Systems (NES) – private firms which profit enormously from testing.

Currently, most states have some requirement for testing prospective teachers, whether for determining admission to colleges of education or for the granting of teaching licenses. A 1998 report by the Council of Chief State School Officers found that 38 states require a written assessment for the purpose of certification of new teachers – of these, 36 states assess basic skills, 27 assess professional knowledge of teaching, 22 assess subject matter knowledge, and 28 states assess teachers in two or more of these areas. In addition, a handful of states assess teacher performance through the use of portfolios and classroom observation.

No states currently require practising teachers to regularly take a competency test for the purpose of recertification although the idea has been tried unsuccessfully in a few. Texas and Arkansas brought in teacher testing legislation in the mid-1980s resulting in expensive, ineffective programs which were discontinued. The Texas Examination of Current Administrators and Teachers (TECAT) provides an interesting case study. Described as a "basic literacy test", it was administered to over 200,000 educators in 1986 at a direct cost for development and administration of over $5 million (originally projected at $3 million). In *The Fractured Marketplace for Standardized Testing* (1993), TECAT's opportunity costs – substantial indirect costs associated with various administrative and time factors which are rarely taken into account in cost-benefit analyses of standardized

testing programs – were estimated to be a whopping 15 times larger than its direct costs. This is how the authors of a 1987 case study of TECAT describe the "unforeseen consequences" of the short-lived Texas experiment with standardized competency testing of teachers:

After the test, the 99% passing rate did little to assure the public that incompetent teachers had been eliminated. Half of the teachers interviewed believed that the public had been disillusioned. They felt personally embarrassed by the portrayal of their profession and they feared that teaching was now even less desirable a career choice for a young college student. Indeed, public opinion data compared over time showed greater disenchantment with teacher competency testing than with any other educational reform measure. Ironically, then, the TECAT may have had an influence exactly opposite than [what was] intended. Negative images associated with the test may discourage the brightest college students from aspiring to become public school teachers.

The TECAT seemed so simple at first; give a test and eliminate the few teachers with indefensibly weak communication skills. The negative side to what happened involves unforeseen consequences: enormous costs, frenetic preparation and worrying about the test, demoralized teachers, and a public unimpressed by the extremely high pass rate. Although these outcomes were not intended, they may be inevitable features of a reform that hangs so much importance on a test pitched to the lowest level of performance on the lowest teaching skills. (Shepard, L. et al. p.105)

[as cited in the Ontario College of Teachers consultation paper on teacher testing released in February].

An unintended impact of teacher testing may well be to discourage prospective teachers from entering the profession. With the prospect of a serious teacher shortage in Canada, this would clearly be a misguided course of action.

North Carolina was the site of a more recent attempt to introduce competency testing. As part of the state's accountability legislation, schools are ranked on the basis of student test scores. A law requiring teachers at the "lowest-performing schools" to pass a competency exam to retain their licenses was challenged in a class action suit filed by the North Carolina Association of Educators and school boards. Just prior to the scheduled test date, the law was amended to remove the testing proposal – teachers at so-called "low-performing schools" would be required to undergo additional training instead of competency testing although the latter can still be recommended. The North Carolina experience raises the spectre of experienced teachers avoiding districts with low-performing schools which typically have large populations of low-income students. The negative impact this would have on educational equity is not hard to predict (see *FairTest Examiner*, Spring 1998 & Summer 1998).

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Testing cannot improve teacher quality

Despite the rhetoric about testing as a means to improve teacher quality, paper-and-pencil tests cannot assess the complex knowledge and abilities required for effective teaching. The Elementary Teachers' Federation of Ontario, in a position paper on teacher testing, notes that "key elements of teaching, like classroom management, rapport with students, developing a collaborative learning environment, and the ability to communicate with parents, cannot be assessed in a written test." According to education expert Linda Darling-Hammond, "most licensing exams are little more than multiple-choice tests of basic skills and general knowledge, widely criticized by educators and experts as woefully inadequate to measure teaching skill" (in *Phi Delta Kappan*, Nov. 1996). Numerous observers have also remarked on the difficulty of quantifying important qualities such as commitment, caring, creativity and sensitivity.

Over the years, U.S. litigation has served to raise important issues of test validity and reliability. The Massachusetts-based National Center for Fair & Open Testing (FairTest) reports that teacher tests are not valid instruments for assessing teacher quality because there is no correlation between the test score and teacher performance on the job – in other words, tests can't predict whether those who pass will be good teachers or conversely, those who fail will be poor teachers. A 1997 study by Dybdahl, Shaw and Edwards which analyzed the validity of an ETS Praxis Series test given to students entering or completing teacher education programs concluded that *educators need to reconsider their rationale and policies regarding basic competency testing for teachers. The fact is that after more than a decade of teacher testing, research has failed to demonstrate any significant relationship between basic competency tests and other measures of program success, including success in teaching . . . . Any rationale for teacher competency testing that assumes predictive validity is probably misleading.*

The study also remarks on the impossibility of trying to assess a quality (competency) for which, given its complexity, there is no agreed upon meaning. Other research has found no relationship between teachers' test scores on the National Teacher Examination and principals' evaluations of teacher performance (FairTest).

A new report by the National Research Council on the technical, educational and legal issues associated with teacher tests found that "teacher licensure tests assess only some of the characteristics that are deemed important for effective practice. They are not designed to predict who will become effective teachers. There is currently little evidence about the extent to which widely used teacher licensure tests distinguish between candidates who are minimally competent to teach and those who are not."

According to FairTest, competency tests have kept thousands of minority teacher candidates – Black, Latino, American Indian and others – out of U.S. elementary and secondary classrooms. Test bias and the use of cut-off scores result in lower pass rates for minority candidates than for white candidates, a factor which contributes to the mismatch between student diversity and the composition of the teaching force. Paradoxically, as the proportion of U.S. students from minority groups increases, the proportion of teachers from minority groups is declining.

Investing in teachers

When it comes to the central goal of improving student learning, good teachers are key. There is ample research to demonstrate the positive link between teacher quality and student achievement (see for example Darling-Hammond and Berry, *Education Week*, May 27, 1998). This knowledge, combined with the fact that testing will do nothing to improve teacher effectiveness, strongly suggests that the path to ensuring teacher quality is through investing in more comprehensive approaches to teacher growth and professional development.

In practice this means improving pre-service education programs, providing strong support to beginning teachers, investing in ongoing professional development to assist teachers throughout their careers, and ensuring there is adequate time for teachers to take advantage of opportunities for professional development. Ultimately, student learning and growth is highly dependent on teacher learning and growth.

Teacher testing cannot improve teacher quality nor can it enhance student learning or result in genuine educational accountability. Rather, it is an extension of the growing trend towards high-stakes, measurement-driven pseudo-accountability which links standardized test results wh rewards and sanctions to schools, teachers and students – reducing accountability to a bottom-line numbersgame with serious consequences for failure. Given wht we know about this practice, the suggestion that teache tests are, as Haney, Madaus and Kreitzer put it, "morelike charms and talismans for diverse hopes and interests than reasonable instruments of public policy" seems an apt description. One can only hope politicians and policy-makers are listening.

Bernie Froese-Germain is Research Assistant, Research and Technology, with the Canadian Teachers' Federation.

RESOURCES

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Editor's Choice for Resources on The Web

www.cfp-pec.gc.ca/NationalForum/nati-e.htm (English)
www.cfp-pec.gc.ca/NationalForum/nati-f.htm (français)
Every year the Canadian Centre for Foreign Policy Development (CCFPD) at the Department of Foreign Affairs in Ottawa hosts the National Forum on Canada's International Relations. This year the theme of the National Forum is War Affected Children. The site contains educational modules for Elementary and High School about the issue of children and war as well as the rights of the child.

www.wildeducation.org
Space for Species is a unique web-based educational program that enables students to monitor migratory species and their habitats from beyond the Earth's atmosphere. This adventure includes a teacher's guide and dedicated web site where students will explore the role of satellite telemetry, remote sensing, and weather satellites in wildlife conservation. For more information contact the Canadian Wildlife Federation, Tel: 1-800-563-WILD, E-mail: info@cwf-fcf.org, or download a registration form.

www.statcan.ca
Available in both English and French this site contains Canadian statistics, products and services of Statistics Canada, employment opportunities, seminars and conferences, educational resources and much more. The Education Resources section contains information about programs and products for students, teachers, and post-secondary.

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19-21 Octobre, 2000
Edmonton, Alberta. Tél: 780-469-1419; Télec: 780-469-2429; Courriel: mfrosst@oanet.com.

OBSESSIVE COMPULSIVE DISORDER
October 20, 2000
St. John's. Sponsored by the Council for Exceptional Children, Memorial University and the Tourettes Association. Teachers, school counsellors, parents, nurses, physicians are invited to participate in this one day workshop given by Dr. Fred Penzel from New York. Dr. Penzel is well known for his work in OCD and has published many papers. Contact: David Philpott, E-mail: david.philpott@thezone.net.

LEARNING RESOURCES AGM
October 21, 2000
St. John's Hotel. Contact: Kathy Rowsell, Tel: 709-634-5828.

MODERN LANGUAGES
October 26-27, 2000
Stephenville. Contact Denise Francis, Tel: 709-695-3422 (w), 709-695-9683 (h), E-mail: defranci@stemnet.nf.ca.

SCAN (SCHOOL COUNSELLORS ASSOCIATION OF NF)
October 26-27
Hotel Marystown. Contact: Wade Prior or Beaton Walsh, Tel: 709-279-2870, Fax: 709-279.2177.

PROGRAM SPECIALISTS
November 14-16, 2000
Location to be decided. Contact: Wayne Hallett, Tel: 709-489-2168, Ext. 233.

READ (READING, ENGLISH AND DRAMA)
November 16-17, 2000
Airport Plaza Hotel, St. John's. Contact: Brian Vardy, Tel: 709-579-4107, Ext. 236.

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CAP CONFERENCE
May 16-18, 2001
Winnipeg, Manitoba. Theme: "Democracy and Educational Leadership into the New Millennium". Speakers include John Ralston Saul, Stephen Lewis and Michael Fullan. For information check the CAP web site at www.resd.mb.ca/cap2001.

MUSIC
October 19-21, 2001
St. John's. Contact: Mary Dinn, Tel: 709-579-9111, Fax: 709-579-2448.

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